



Enrollment and Course Success: (Some) Insights on Student Progress and Achievement

Admin Council
September 8, 2021



Asking the Questions

- Who are we serving?
- Are students making progress?
- How do we facilitate student progress?
- Do our equity interventions enhance success and progress?



Data for Practice

- Framework to reflect on the practical significance of these data
 - So it becomes information
 - So it informs how initiatives/programs operate and for what purpose/goals
 - So it is actionable



A Frame for Student Success

- What is being affirmed? [Identities/Experiences]
- How does the support occur? [Process]
- Where is the program/policy occurring? [Context]
- When does intervention occur? [Timing]

Centering student voice and experiences; reach out first (and early), affirming/supporting on a consistent basis; as a process and not a means to an end

Hallett, R., Bettencourt, G. M., Kezar, A., Kitchen, J. A., Perez, R., & Reason, R. (2021). *Re-envisioning campuses to holistically support students: The ecological validation model of student success* [Brief]. USC Pullias Center for Higher Education.

Rendón, L. I. and Muñoz, S. M. (2011). *Revisiting validation theory: Theoretical foundations, applications, and extensions*. Enrollment Management Journal: Student Access, Finance, and Success in Higher Education, 5(2), 12-33.



Data Overview: One Lens on Student Experiences

- Enrollment
- Course Success
- Initiatives along the student pathway
 - Dual Enrollment
 - College Promise
 - AB 705
 - Learning Communities

Where are the points of entry from enrollment, course success to our equity initiatives?

Are our initiatives coordinated?
How do our initiatives drive from student strengths, assets, and capabilities?

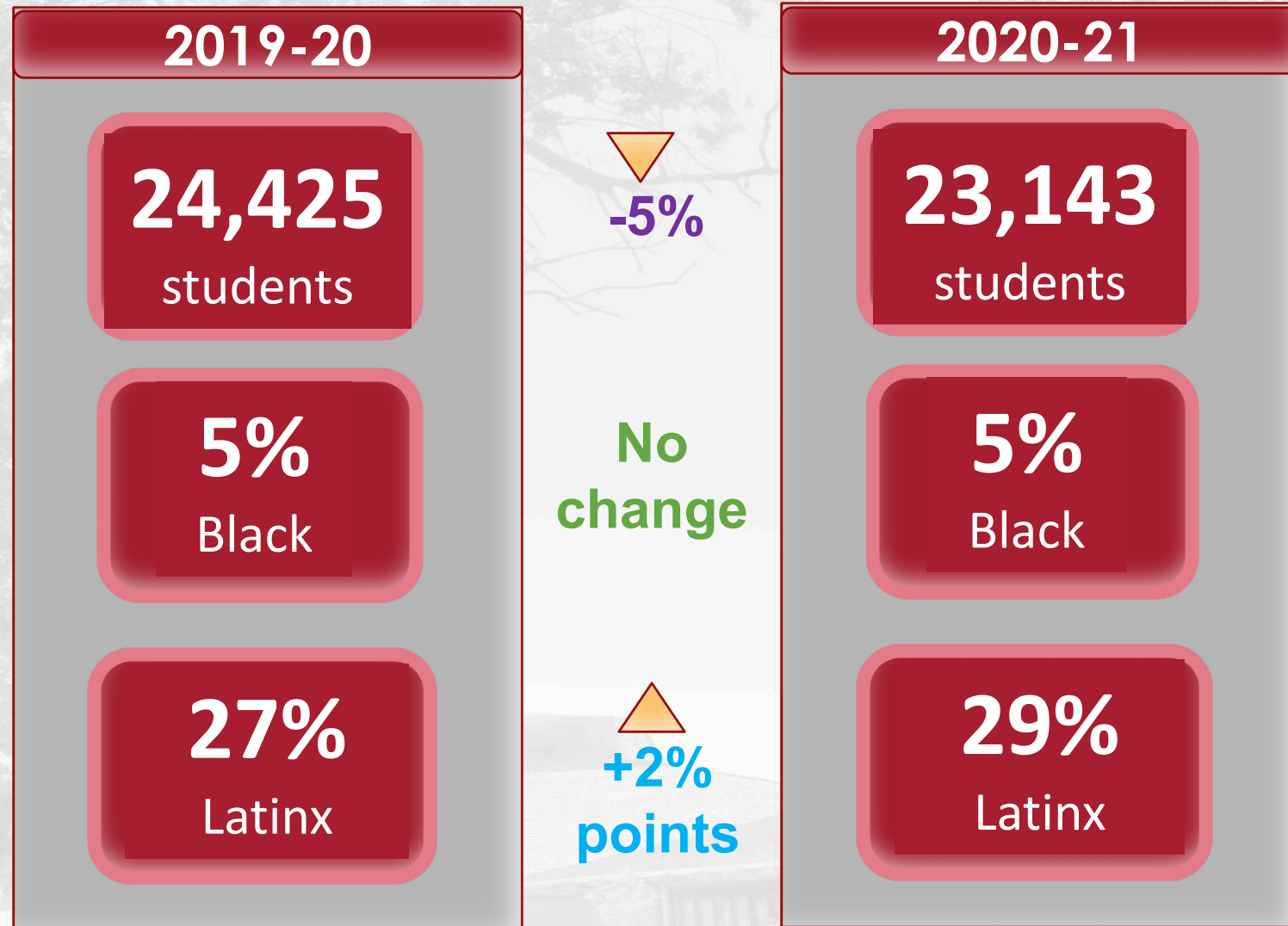


Enrollment
Who are we serving?
Pre-Pandemic vs. Pandemic



Year-to-Year Enrollment Decline

Key observation:
Representation
rate by ethnicity
remains relatively
stable



Source: FH IRP | Fall, Winter, Spring, Second Spring terms.

2019-20 HC=24,425 | Asian=31% | Filipinx=5% | Native American=<1% | Pacific Islander=1% | White=28% | Decline to State=3%

2020-21 HC=23,143 | Asian=27% | Filipinx=5% | Native American=1% | Pacific Islander=2% | White=29% | Decline to State=3%



We know there was a decline in total students enrolled...

Key observation:
Drop in enrollment
means fewer
students see others
of their own
ethnicity

Headcount

+49

-108

-5

-557

-680

More
Latinx

Fewer
African American/Black

Fewer
Filipinx

Fewer
Asian

Fewer
White

Change

+1%

-10%

-<1%

-8%

-9%



We continue to serve Santa Clara County....

Key observation:
Affirmation and support for increasing number living further away and enrolled primarily online?

58%

Fall 2019



55%

Fall 2020

Less than 1/5th of Black, Filipinx, Latinx students come from our service area; experiences coming from outside immediate surrounding neighborhoods

Source: FH IRP | Unduplicated headcount for Fall term only.

Fall 2019 Santa Clara County HC=7,974 | Asian=2,778 | Black=275 | Filipinx=391 | Latinx=1,966 | Native American=33 | Pacific Islander=50 | White=2,139

Fall 2020 Santa Clara County HC=7,153 | Asian=2,472 | Black=228 | Filipinx=368 | Latinx=1,767 | Native American=28 | Pacific Islander=59 | White=1,938

Fall 2020 Total Asian HC=3,811; Service Area HC=1,391 (37% of all Asian); Rest of SC County=1,081 (28% of all Asian) | Total Black HC=555; Service Area HC=81 (15% of all Black); Rest of SC County=147 (26% of all Black) | Total Filipinx HC=641; Service Area HC=104 (16% of all Filipinx); Rest of SC County=264 (41% of all Filipinx) | Total Latinx HC=3,559; Service Area HC=710 (20% of all Latinx); Rest of SC County=1,057 (30% of all Latinx) | Total White HC=3,801; Service Area HC=1,242 (33% of all White); Rest of SC County=696 (18% of all White)



Santa Clara County Decline by Ethnicity Headcount

Key observation:
Fewer Asian,
White, Latinx
students part of
campus
community

		<u>Students Lost</u>
African American/Black	➡	59
Filipinx	➡	23
Latinx	➡	199
Asian	➡	306
White	➡	201

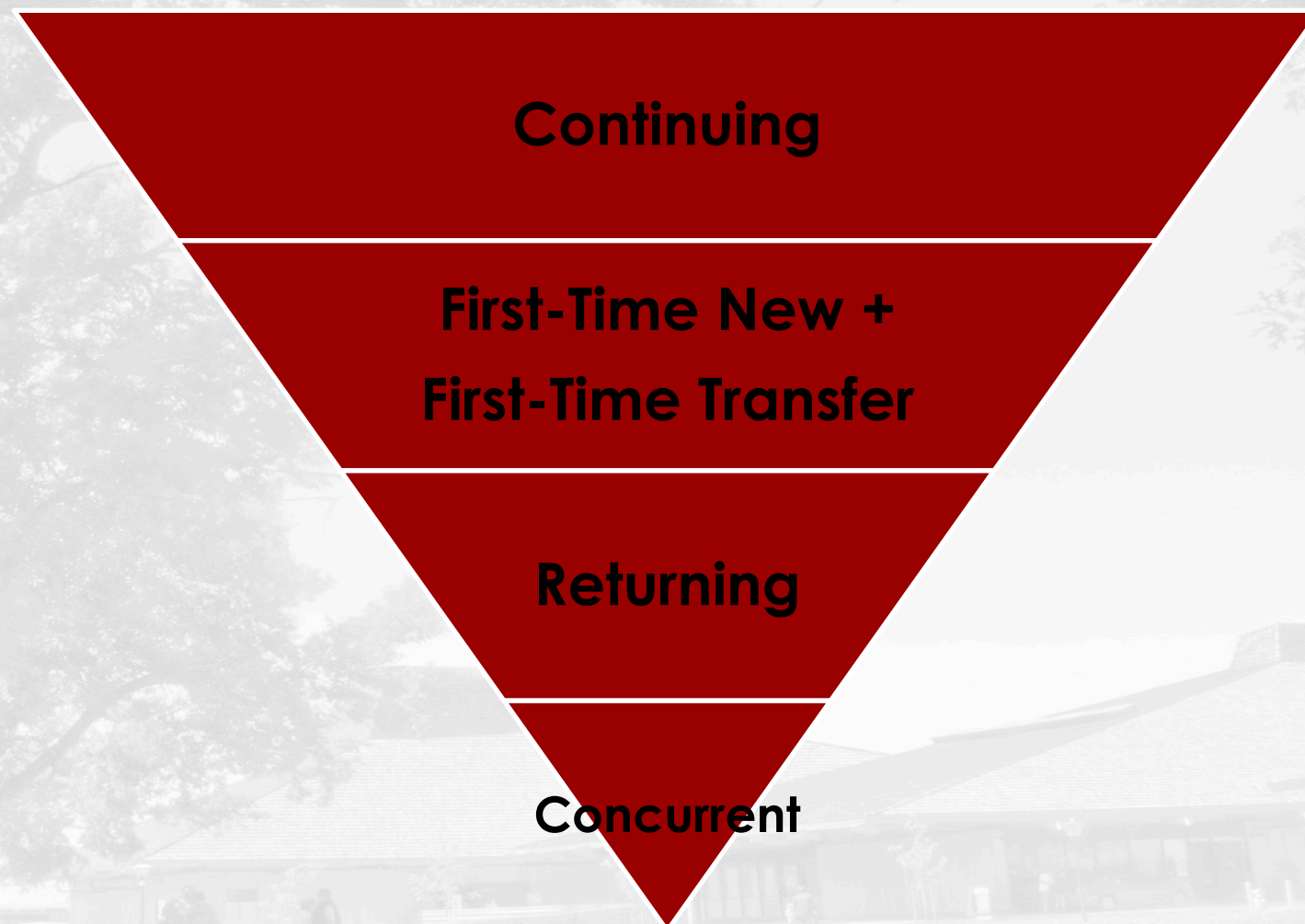
Source: FH IRP | Unduplicated headcount for Fall term only.

Fall 2019: Total Asian HC=4,032; Service Area HC=1,613 (40% of all Asian); Rest of SC County=1,165 (29% of all Asian) | Total Black HC=665; Service Area HC=114 (17% of all Black); Rest of SC County=161 (24% of all Black) | Total Filipinx HC=645; Service Area HC=105 (16% of all Filipinx); Rest of SC County=286 (44% of all Filipinx) | Total Latinx HC=3,625; Service Area HC=833 (23% of all Latinx); Rest of SC County=1,133 (31% of all Latinx) | Total White HC=3,934; Service Area HC=1,386 (35% of all White); Rest of SC County=753 (19% of all White)

Fall 2020: Total Asian HC=3,811; Service Area HC=1,391 (37% of all Asian); Rest of SC County=1,081 (28% of all Asian) | Total Black HC=555; Service Area HC=81 (15% of all Black); Rest of SC County=147 (26% of all Black) | Total Filipinx HC=641; Service Area HC=104 (16% of all Filipinx); Rest of SC County=264 (41% of all Filipinx) | Total Latinx HC=3,559; Service Area HC=710 (20% of all Latinx); Rest of SC County=1,057 (30% of all Latinx) | Total White HC=3,801; Service Area HC=1,242 (33% of all White); Rest of SC County=696 (18% of all White)



What does the student population pipeline look like?

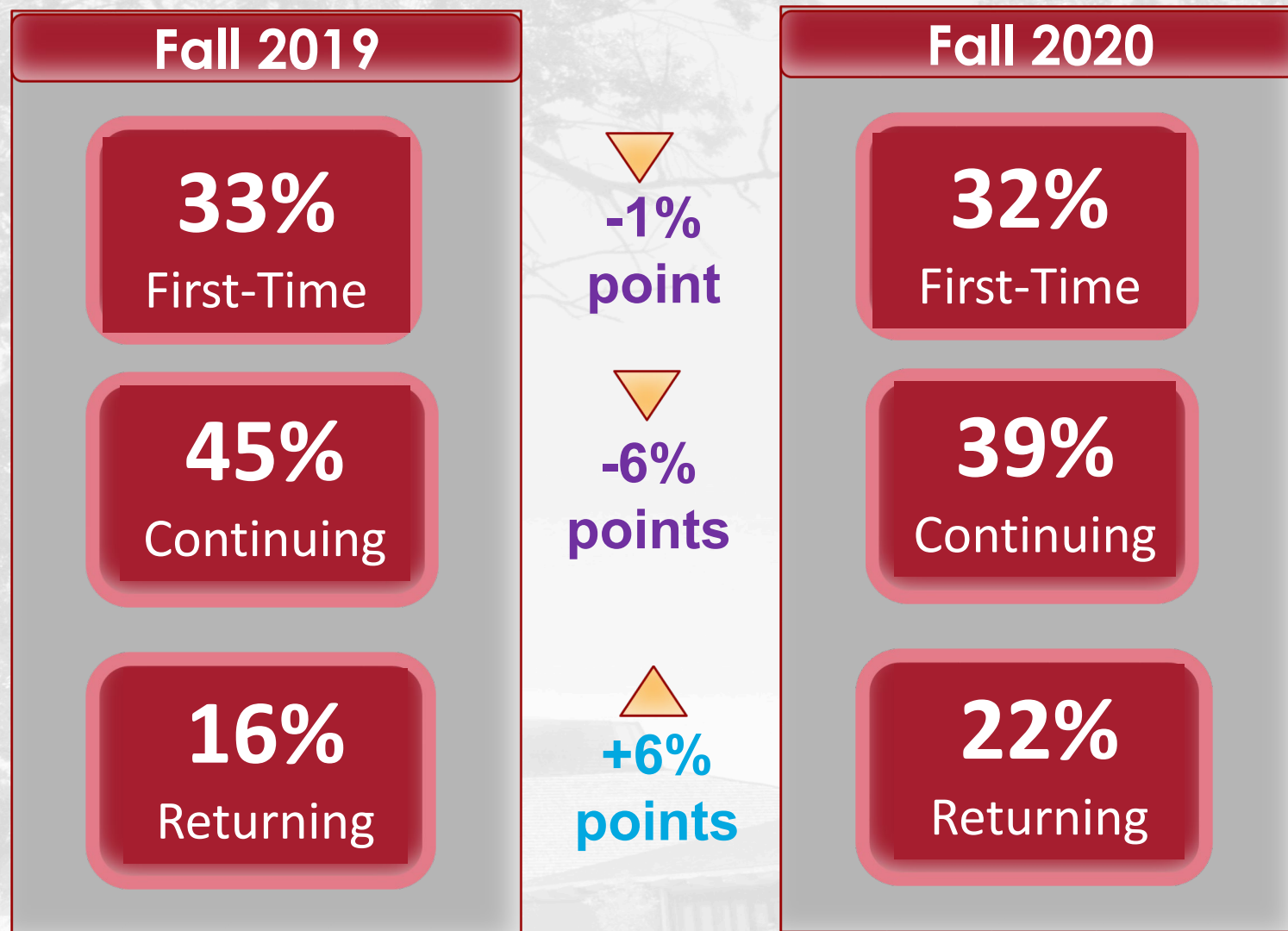


Key observation:
Roughly 40%-45%
are continuing
students



What type of student enrolled?

Key observation:
Monitor decrease in
ongoing/consistent
enrollment—how to
message and
facilitate continuing
enrollment (early
and often)



Source: FH IRP | Fall term only.

Fall 2019 HC=15,417 | First-Time New=17% | First-Time Transfer=16% | HS Concurrent=5%

Fall 2020 HC=15,106 | First-Time New=16% | First-Time Transfer=16% | HS Concurrent=7%



Non-Credit Enrollment 2019-20 vs. 2020-21

-7%

Headcount
Decrease

-2%

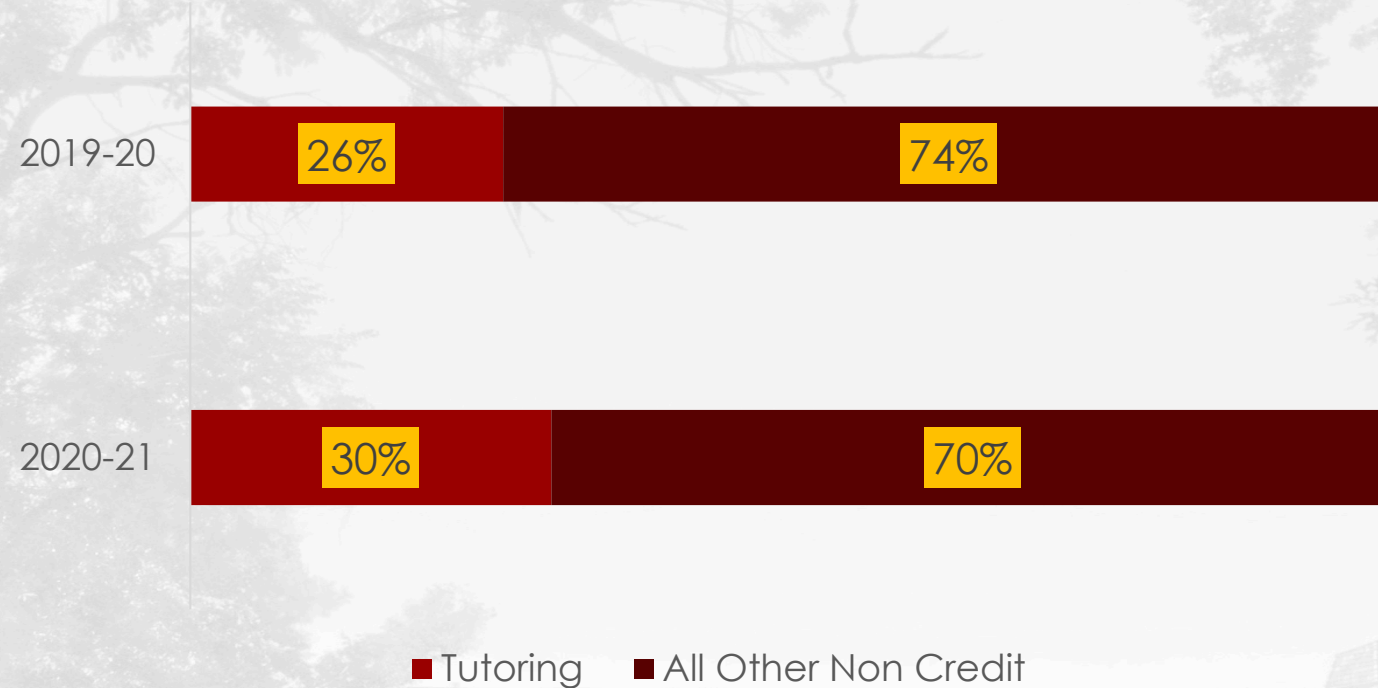
Enrollment
Decrease

Key observation:
Fewer NC students
but each student
seemed to enroll in
more than 1 NC
section



Where is the Non-Credit Enrollment?

Key observation:
Increase in
Tutoring
enrollment
(NCBS/NCLA)





Course Success

**Are students experiencing
success in the classroom?
Pre-Pandemic vs. Pandemic**



Are students progressing toward their educational goal?

Course Success Rates

79%

Fall 2019



80%

Fall 2020

81%

2019-20



81%

2020-21

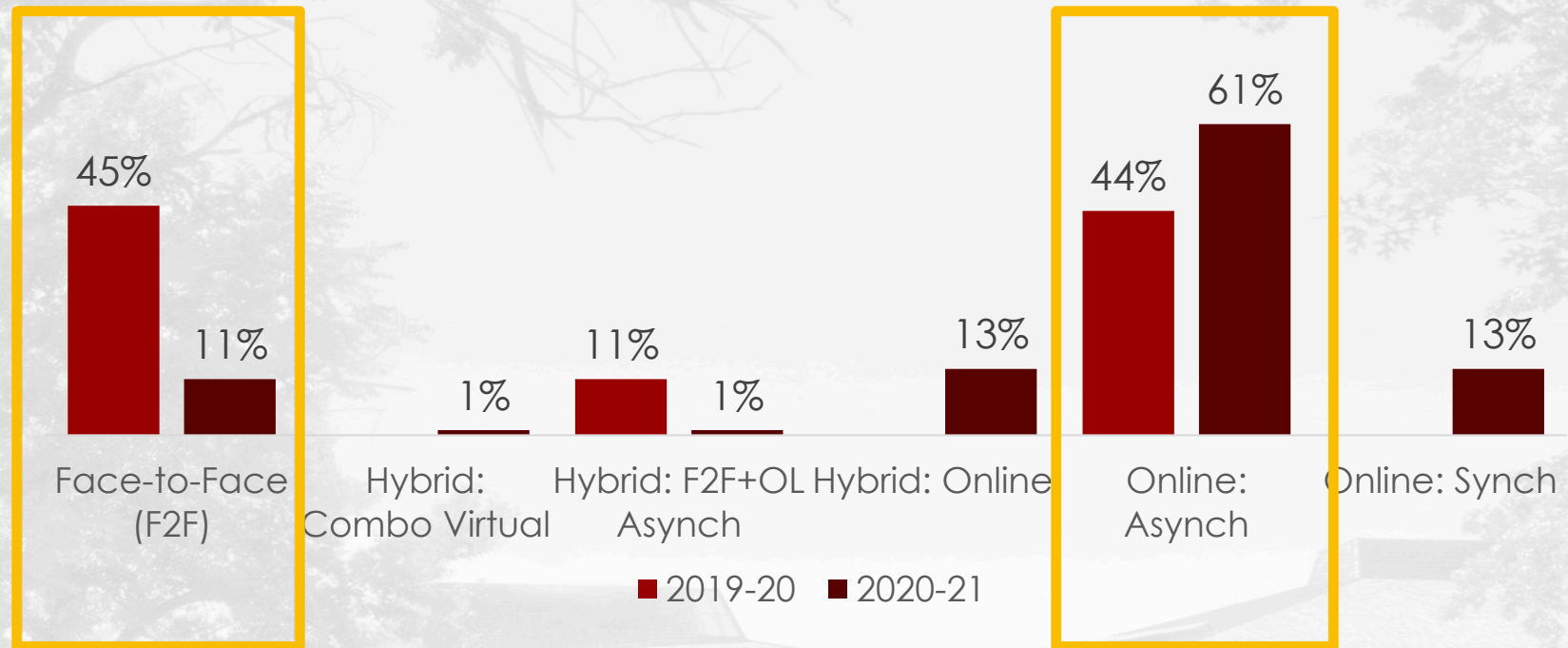
Key observation:
Completion rates
remain steady as
one indicator (out
of many) of student
achievement

Successful course
completion can
reinforce a
student's college
identity and
sense of
belonging



What was the instructional experience for students?

Key observation:
Majority of
sections offered
still taught
asynchronously
online

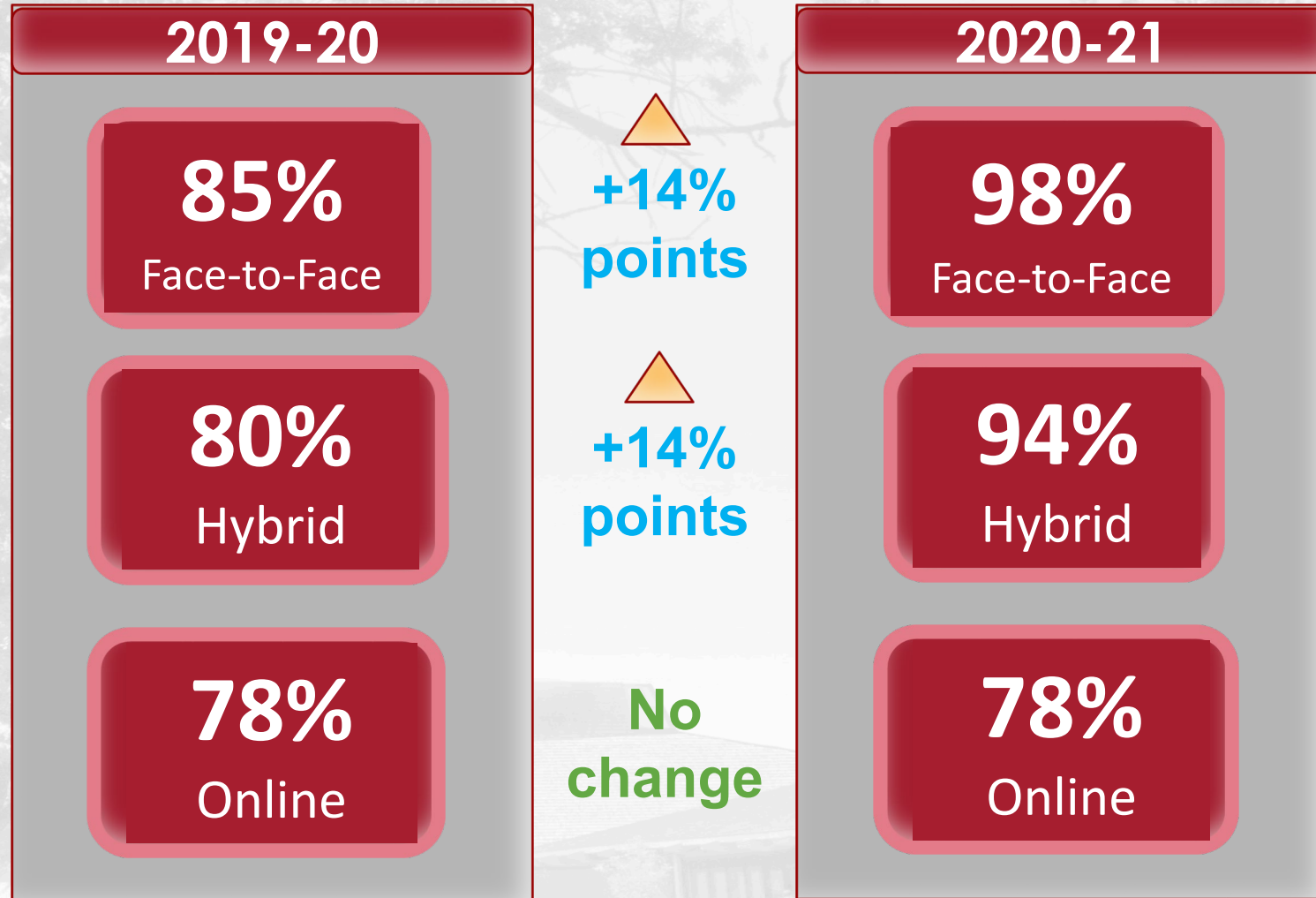


Source: FH IRP | Fall, winter, spring, second spring terms. | 2019-20 sections were coded as face-to-face, hybrid (in person and asynchronous online) and online (100% asynchronous online). | 2020-21 sections were coded as face-to-face, hybrid (in person and asynchronous online/combined virtual/online/all modalities), online (fully asynchronous/fully asynchronous) | Fall 2020 Hybrid: All Modalities now shown as the 16 sections represent <1% of sections.



Does modality facilitate course success (Year-to-Year)?

Key observation:
Trend holds where
F2F demonstrates
higher success
rates compared to
hybrid and online



Source: FH IRP | Fall, winter, spring, second spring terms. | Fall 2020 face-to-face sections were offered primarily in allied health, apprenticeship, LINC. Hybrid includes Hybrid: All Modalities (T sections), Hybrid: Combined Virtual (R sections) | Online includes Online: Fully Asynchronous (W sections), Online: Fully Synchronous (V sections), Online: Hybrid (asynchronous/synchronous) (Z sections)



Online Course Success 2020-21

78%

Online asynchronous
#1 modality

80%

Online synchronous
#2 modality

Key observation:

Classes taught in an online virtual format have slightly higher success rates—additional analysis needed

79%

Online Hybrid
#3 modality



Course Success by Ethnicity 2019-20 vs. 2020-21

<u>2019-20</u>	<u>2020-21</u>		<u>2020-21</u> <u>Gap</u>
75%	75%	Latinx	-6%
66%	71%	African American/ Black	-10%
80%	82%	Filipinx	No gap
86%	86%	Asian	No gap
85%	84%	White	No gap

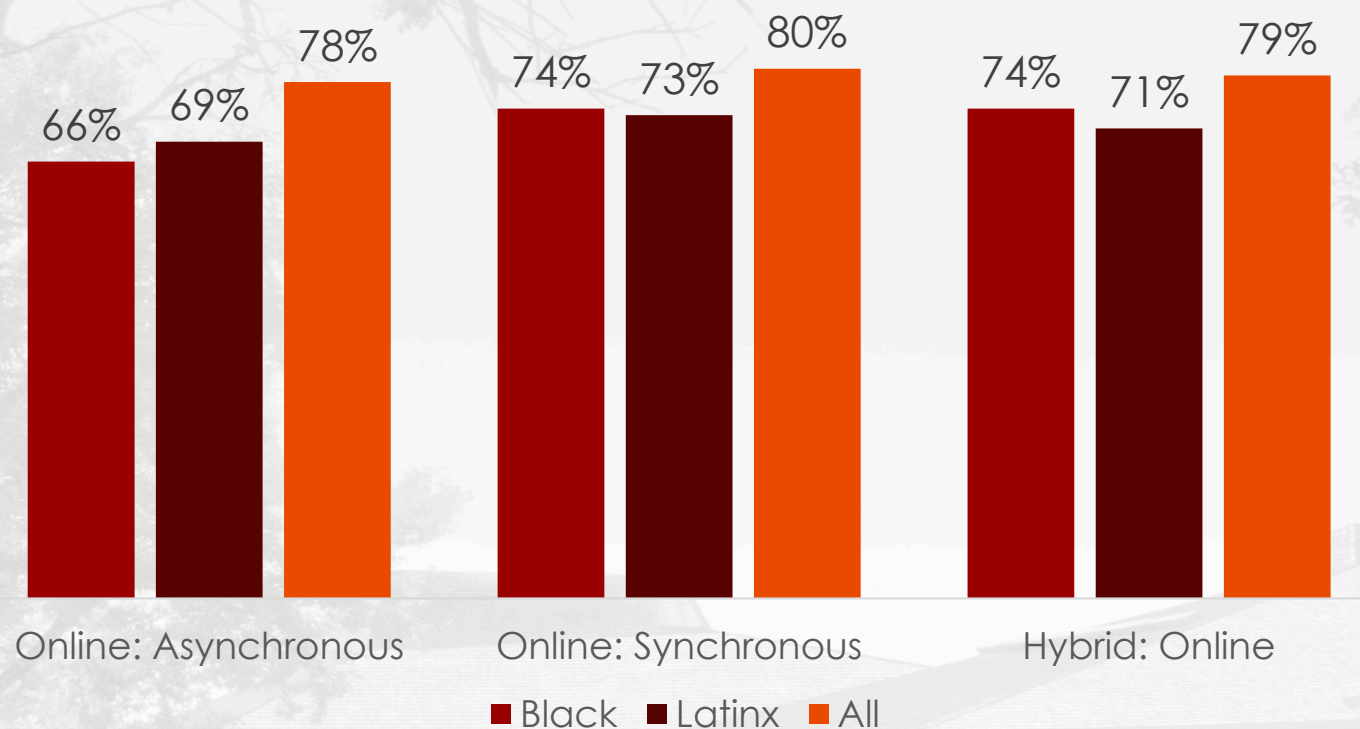
Key observation:
When compared to
overall success rate (81%)
Latinx gap persists at -6%
Black gap narrows by 5%



Online Course Success by Ethnicity + Modality

Overall success
rate: 81%

Key observation:
Equity gaps persist for
Black and Latinx
students regardless of
online modality





Becoming competent college students, unleashing potential to learn at the beginning of the pathway

Initiatives: Dual Enrollment (AB 288) Pre-Pandemic vs. Pandemic



Dual Enrollment

- AB 288 (CCAP/MOU) authorized in 2015
- Enables high school students to take college courses, taught by college instructors, on the high school campus
- Other dual enrollment programs
 - High school student enrollment on college campus
 - Middle College
 - College Now



All Dual Enrollment Students

Key observation:
AB 288 students
make up roughly
4% of total student
population but
have increased to
represent roughly
½ of Dual Enr

5%

2019-20
Out of all students



+164
students

7%

2020-21
Out of all students

28%

2019-20
AB 288 Enr out of all DE



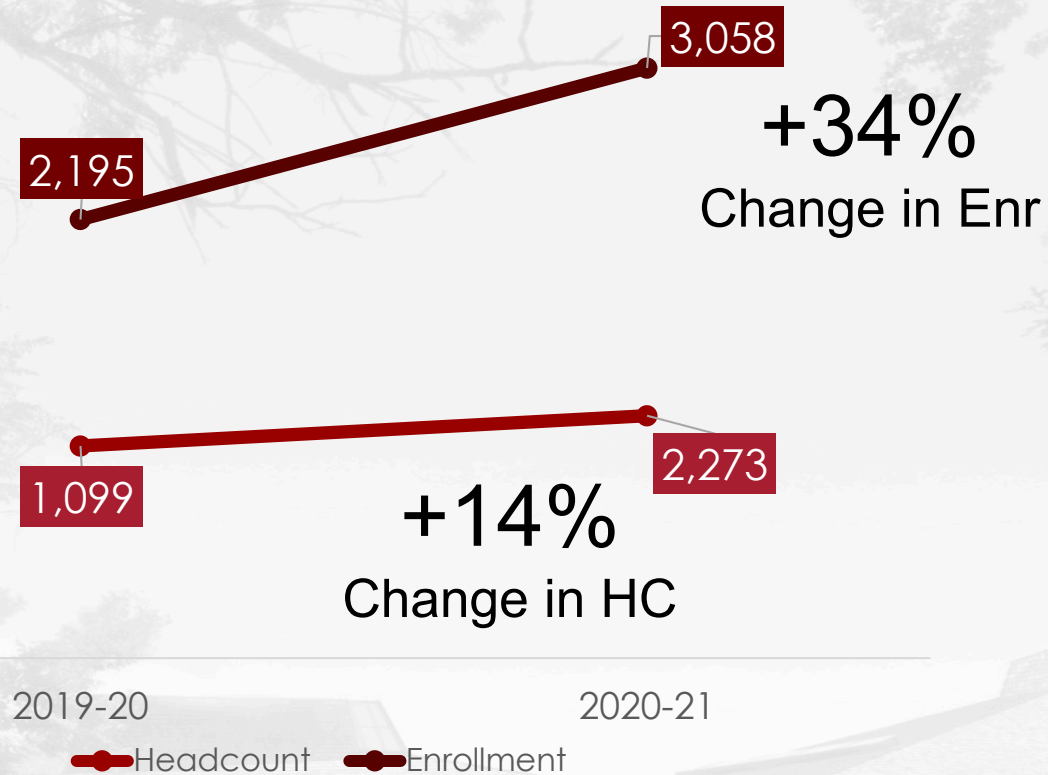
52%

2020-21
AB 288 Enr out of all DE



AB 288: CCAP/MOU Students

Key observation:
AB 288 Dual Enr
growth continues;
+39 sections





AB 228: CCAP/MOU Student Course Success

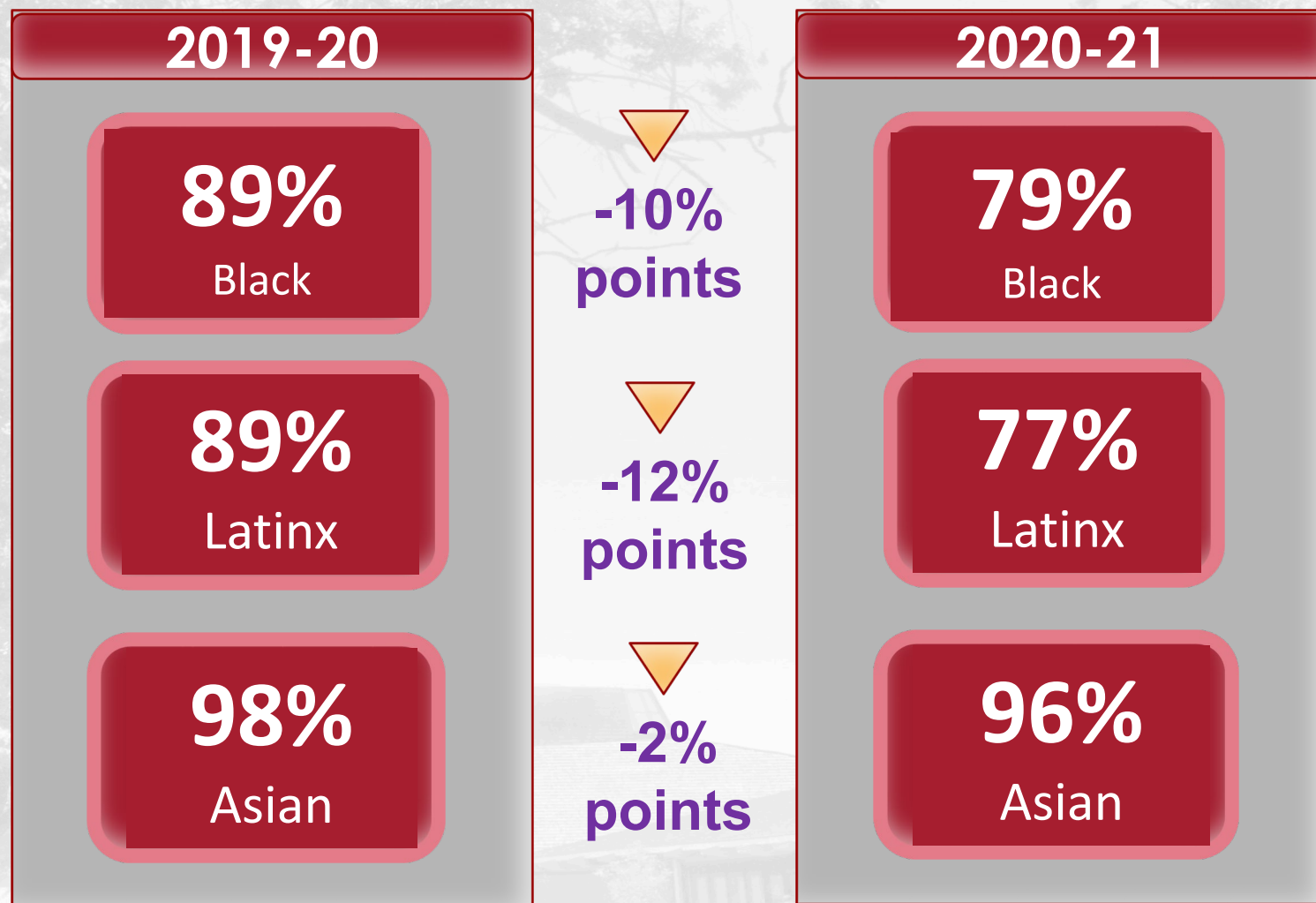
94% → **86%**
2019-20 2020-21

Key observation:
AB 288 success
rates decline
accounted for by
lower completion
in BUSI, GID, SPAN



AB 288: CCAP/MOU Course Success 2019-20 vs. 2020-21

Key observation:
Equity gaps persist
due to decrease in
success rates—
where can we
provide ongoing
holistic support for
success?



Source: FH IRP | All terms included.

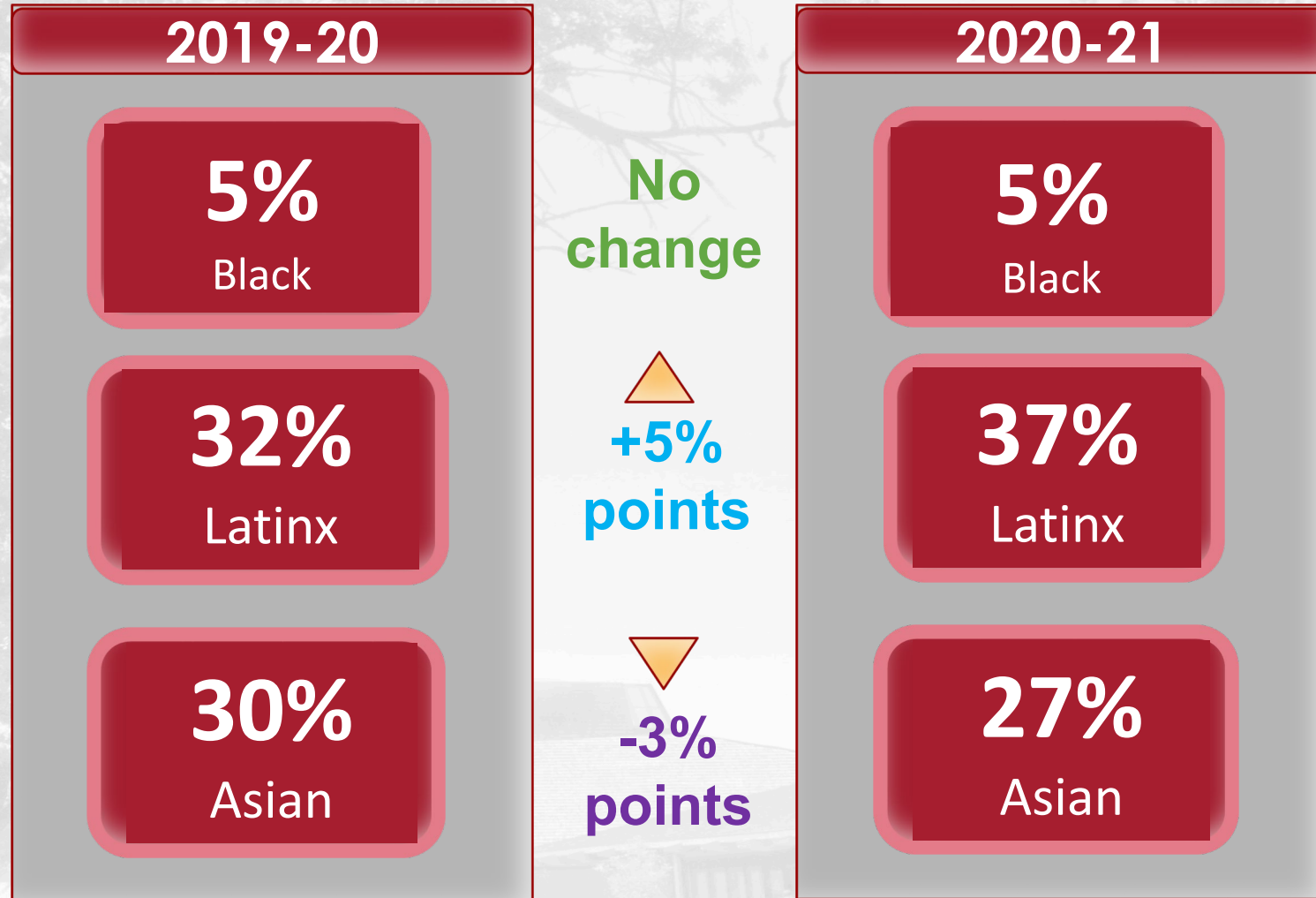
2019-20 DE success rates=98% | Black=89%; Asian=98%; Filipino=97%; Latinx=89%; Pacific Islander=88%; White=97%

2020-21 DE success rates=86% | Black=79%; Asian=96%; Filipino=80%; Latinx=77%; Pacific Islander=80%; White=92%



AB 288: CCAP/MOU Headcount 2019-20 vs. 2020-21

Key observation:
Large HC increase
among Latinx and
White students



Source: FH IRP | All terms are included.

2019-20 DE HC: 1,099 | Asian=285 (30%); Black=55 (5%); Filipinx=42 (4%); Latinx=407 (32%); Pacific Islander=29 (2%); White=257 (24%)

2020-21 DE HC: 1,256 | Asian=283 (27%); Black=59 (5%); Filipinx=33 (3%); Latinx=534 (37%); Pacific Islander=18 (2%); White=296 (24%)



Increasing self-efficacy by
reducing financial burden
early in the college
experience

Initiatives: College Promise Pre-Pandemic vs. Pandemic



College Promise

- First-time students
 - Qualify for in-state tuition
 - Enroll full-time
 - Course material funding for some students
- Implementation began 2018-19
- In 2020-21, students could re-enter the program if they resumed full-time status.
- Eligibility remains two years from first year of enrollment.

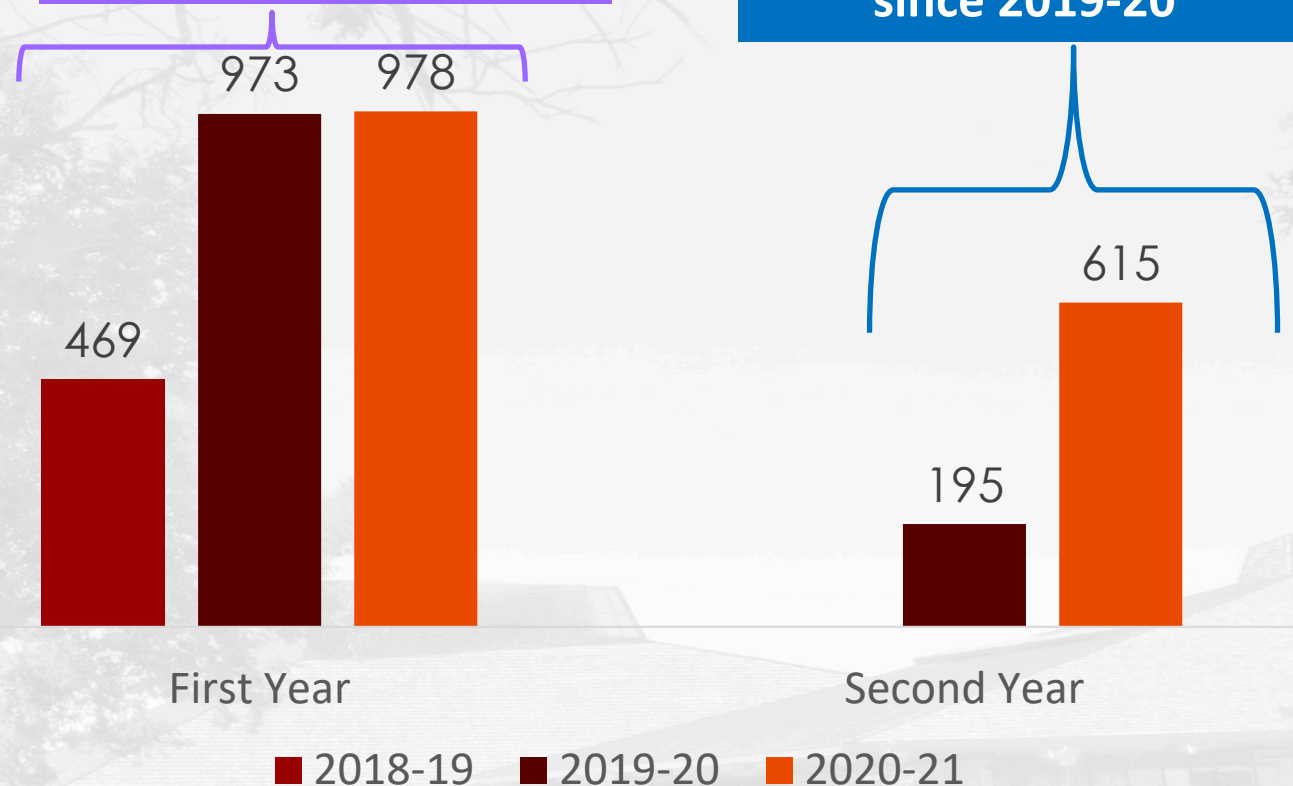


Growth of College Promise

Number of first-year students has doubled since 2018-19

Number of second-year students has tripled since 2019-20

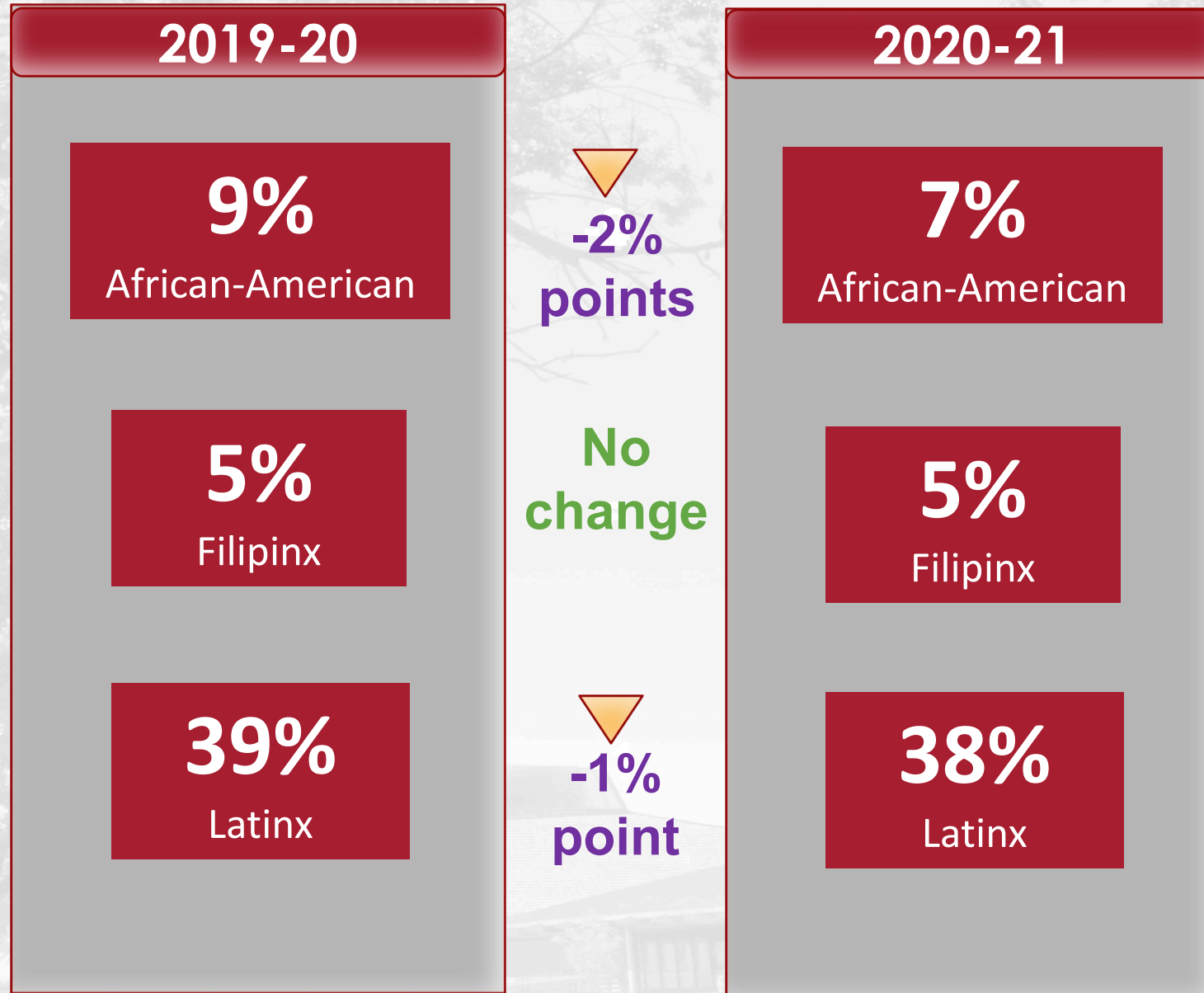
Key observation:
More students engaged with this intervention



First-Year College Promise Students



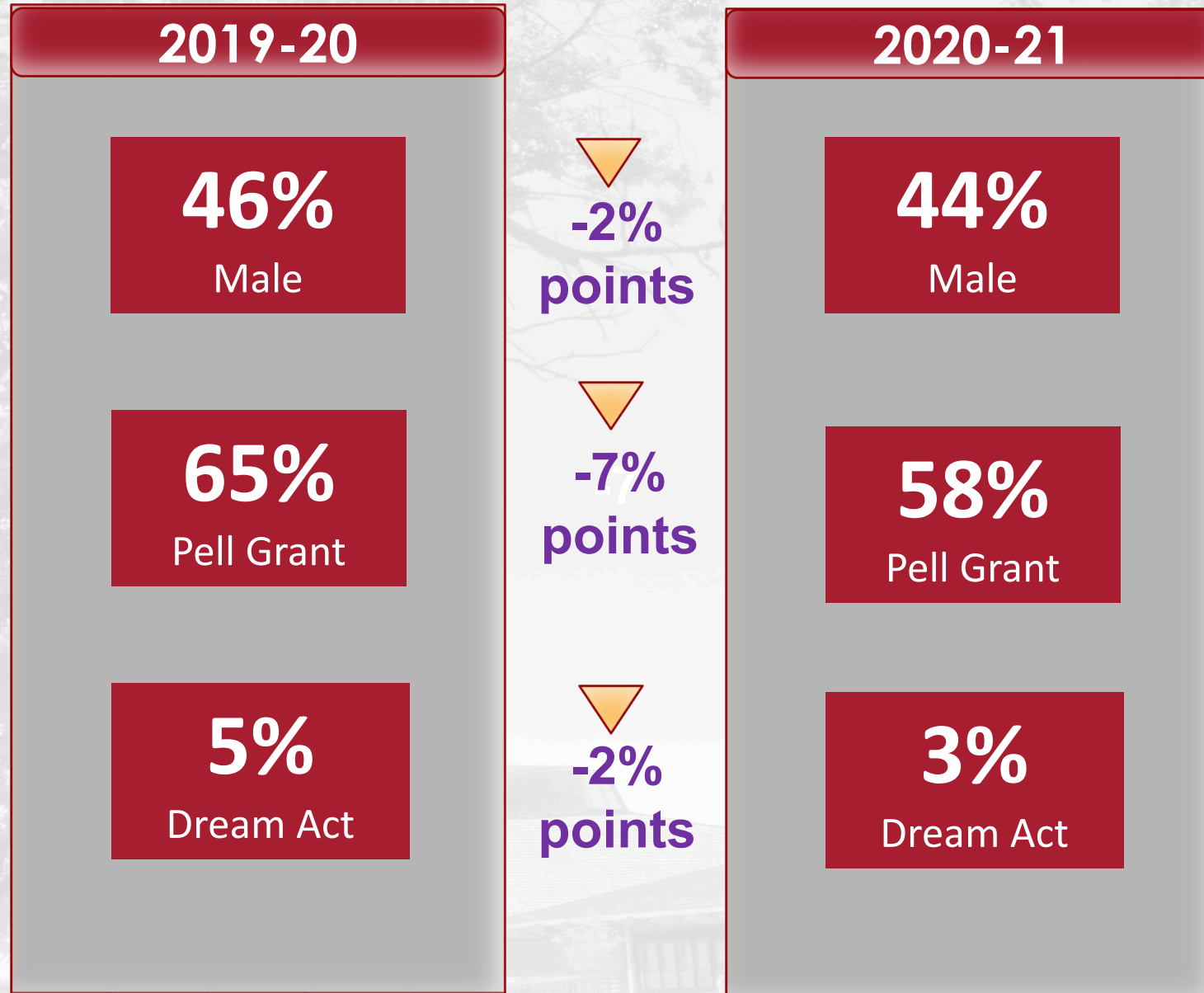
Key observation:
Slight decrease in
representation
among Black and
Latinx students



First-Year College Promise Students

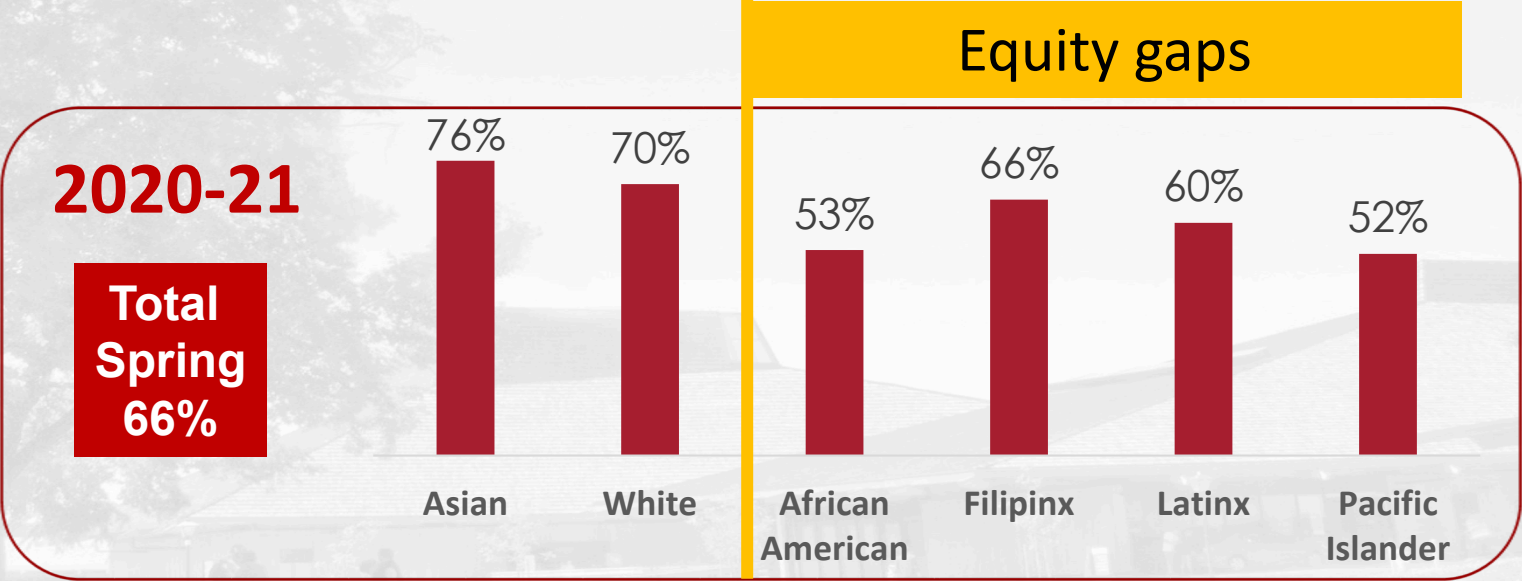
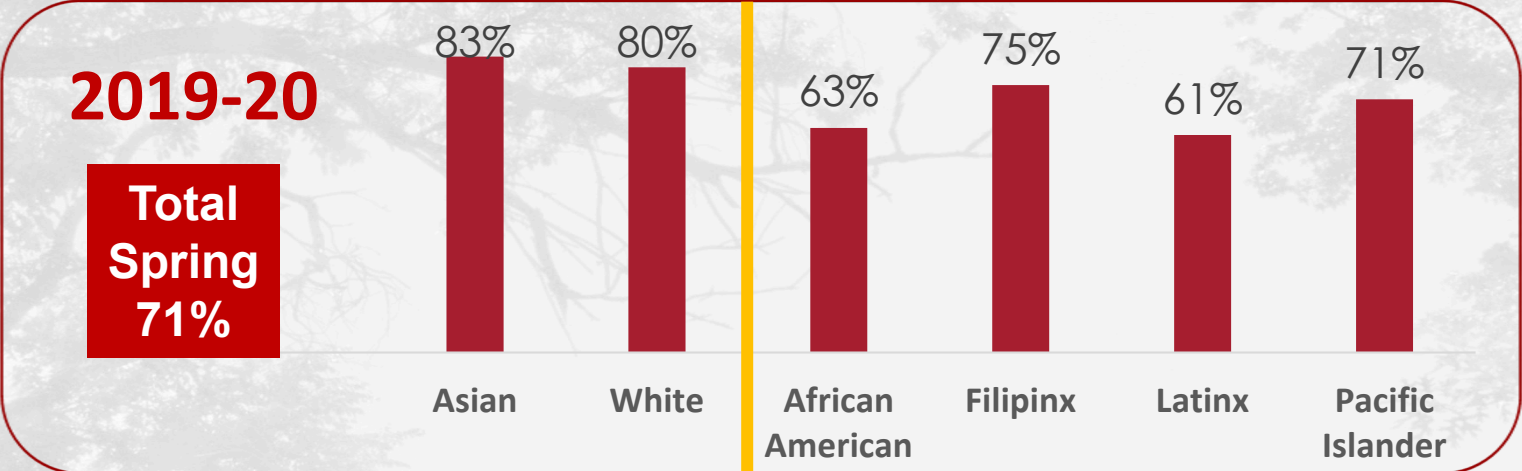


Key observation:
Decrease in
students
demonstrating the
greatest financial
need





College Promise Year 1 Persistence Fall to Spring by Ethnicity



Key observation:
Decreased rate
among students
and not all remain
in program at
similar rates

Sources: Out of students who began their first year of College Promise in Fall, the percent who remained in College Promise in Spring. In 2020-21, students who dropped below full-time status or did not enroll were able to resume College Promise if they resumed full-time status and remained otherwise qualified. Numbers may be different from prior reports due to a change in methodology. Native American not shown due to low HC ($n < 5$).



College Promise

Year 1 to Year 2 Persistence

2018-19
to
2019-20

33%

remained in College
Promise

African-American: 13%

Filipinx: 30%

Latinx: 28%

Increase in the percent of
students who persist from
Year 1 to Year 2 in 2020-21

Equity gaps improved for
persisting to Year 2 in 2020-21

2019-20
to
2020-21

52%

remained in College
Promise

African-American: 40%

Filipinx: 55%

Latinx: 53%

Sources: FH Financial Aid Office, FH IRP. Out of all students who were in their first year of College Promise in the beginning year, the percent who persisted to a second year of College Promise at Foothill in the next year. Students who did not persist in College Promise may have remained enrolled, or may have transferred their College Promise. Numbers may be different from prior reports due to a change in methodology.



Increasing self-confidence and ability to learn and be successful through placement into and completion of transfer-level courses

Initiatives: AB 705 Pre-Pandemic vs. Pandemic



Throughput vs. Course Success

High **throughput** means students are successfully completing transfer-level work in English and math within one year.

High course success does not always mean high throughput: it depends on **which courses students are taking and passing.**

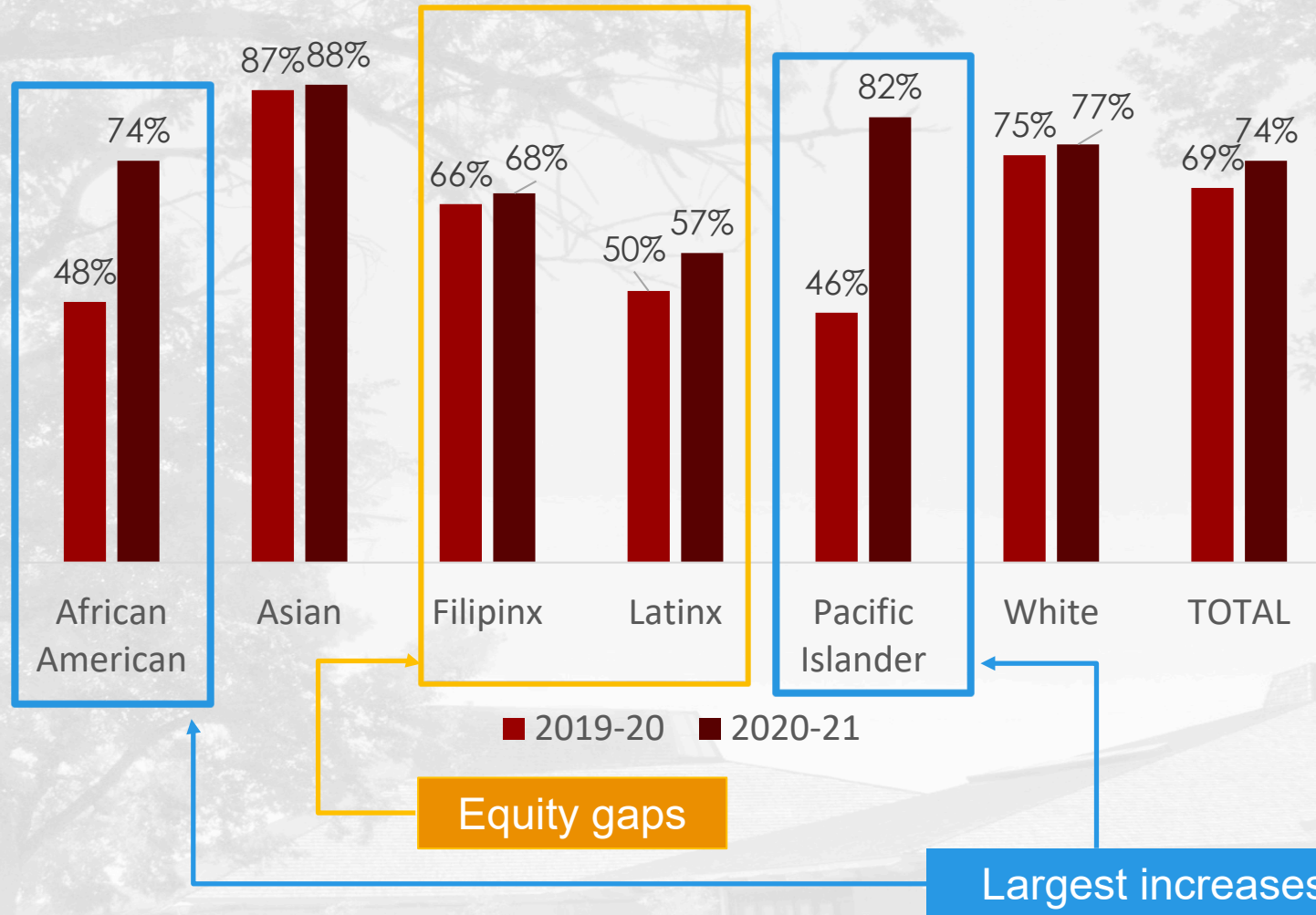


AB 705: Math

- Fully implemented in Fall 2018
- Open access to:
 - MATH 10
 - MATH 48 w/co-req
- Some below transfer level courses are still available (self-placement only).



Math % Achieved Throughput

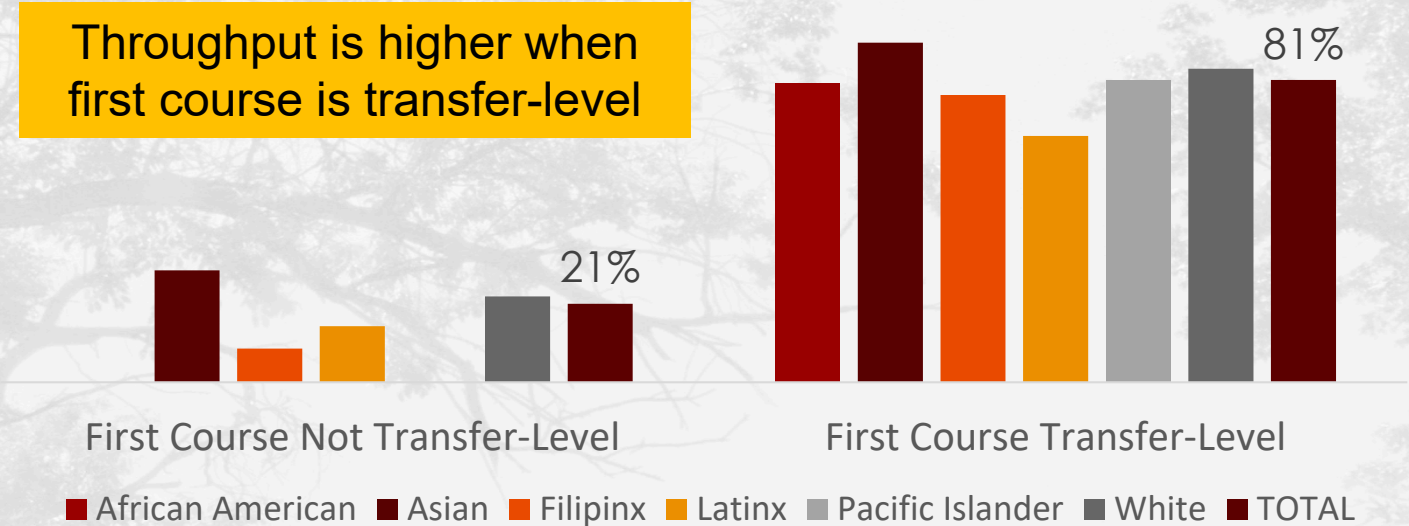


Key observation:
Throughput
increased, but
equity gaps persist



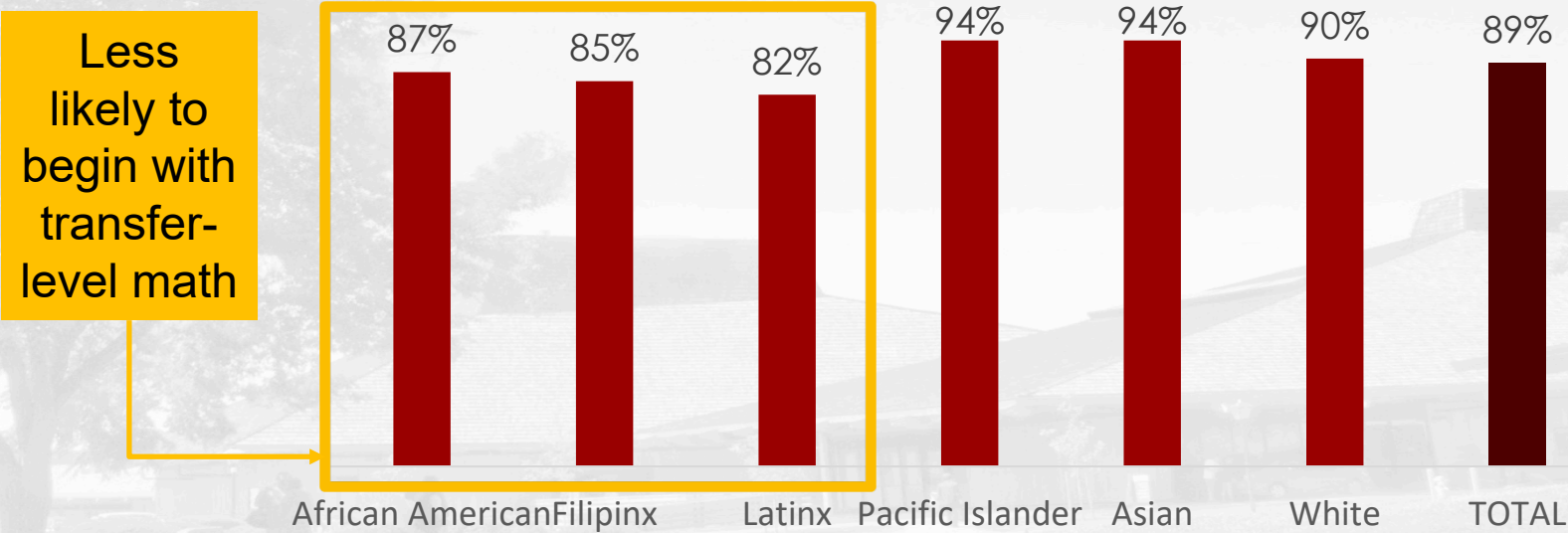
2020-21 Math Throughput by Level of First Course

Throughput is higher when first course is transfer-level



2020-21 Percent Whose First Course was Transfer-Level

Less likely to begin with transfer-level math



Source: FH IRP. Out of all students who began the math sequence in Fall 2020 with the course, the percent who successfully completed a transfer-level math course by Spring 2021. All students are placed into transfer-level math. Groups with $n < 10$ masked from graphs.



AB 705: English

- Fully implemented in Fall 2019
- Students placed into:
 - ENGL 1S w/co-req
 - ENGL 1A w/co-req
 - ENGL 1A

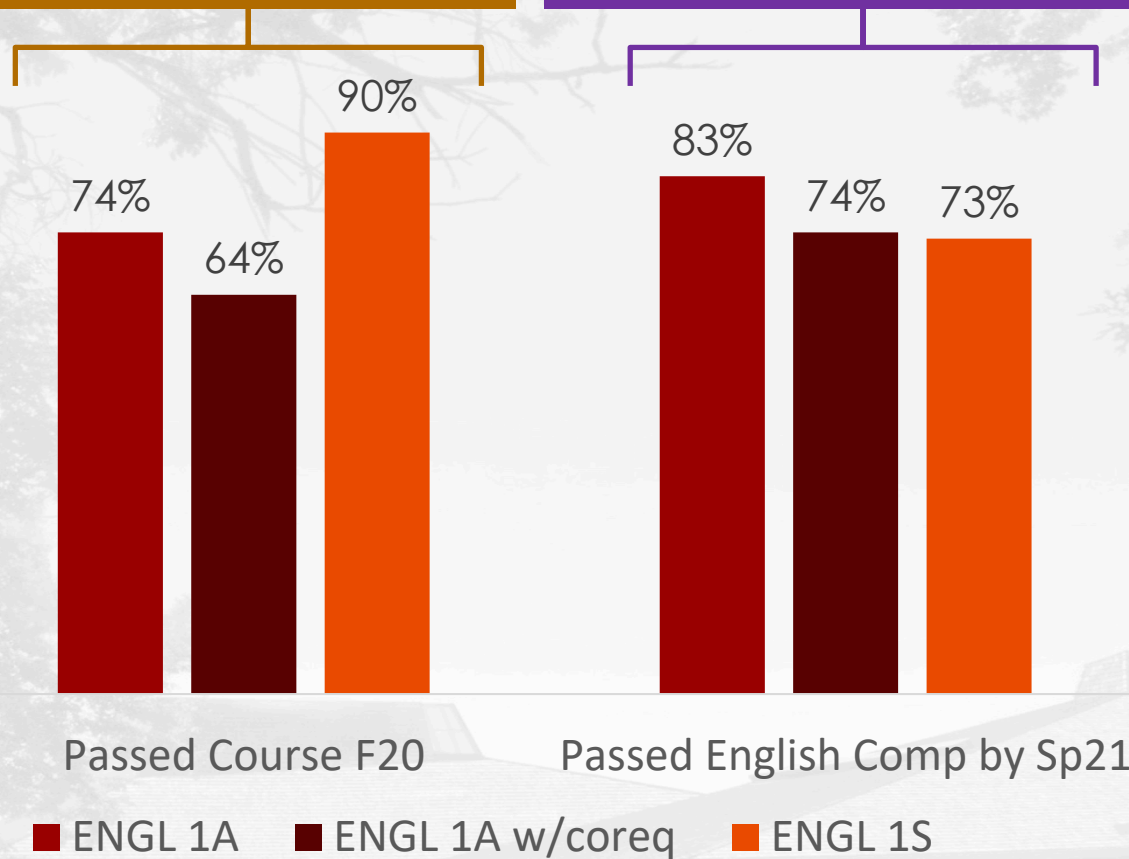


Success in English Comp 2020-21

Course success in Fall 2020
greatest for ENGL 1S

But more passed English comp by
Spring 2021 if began with ENGL 1A

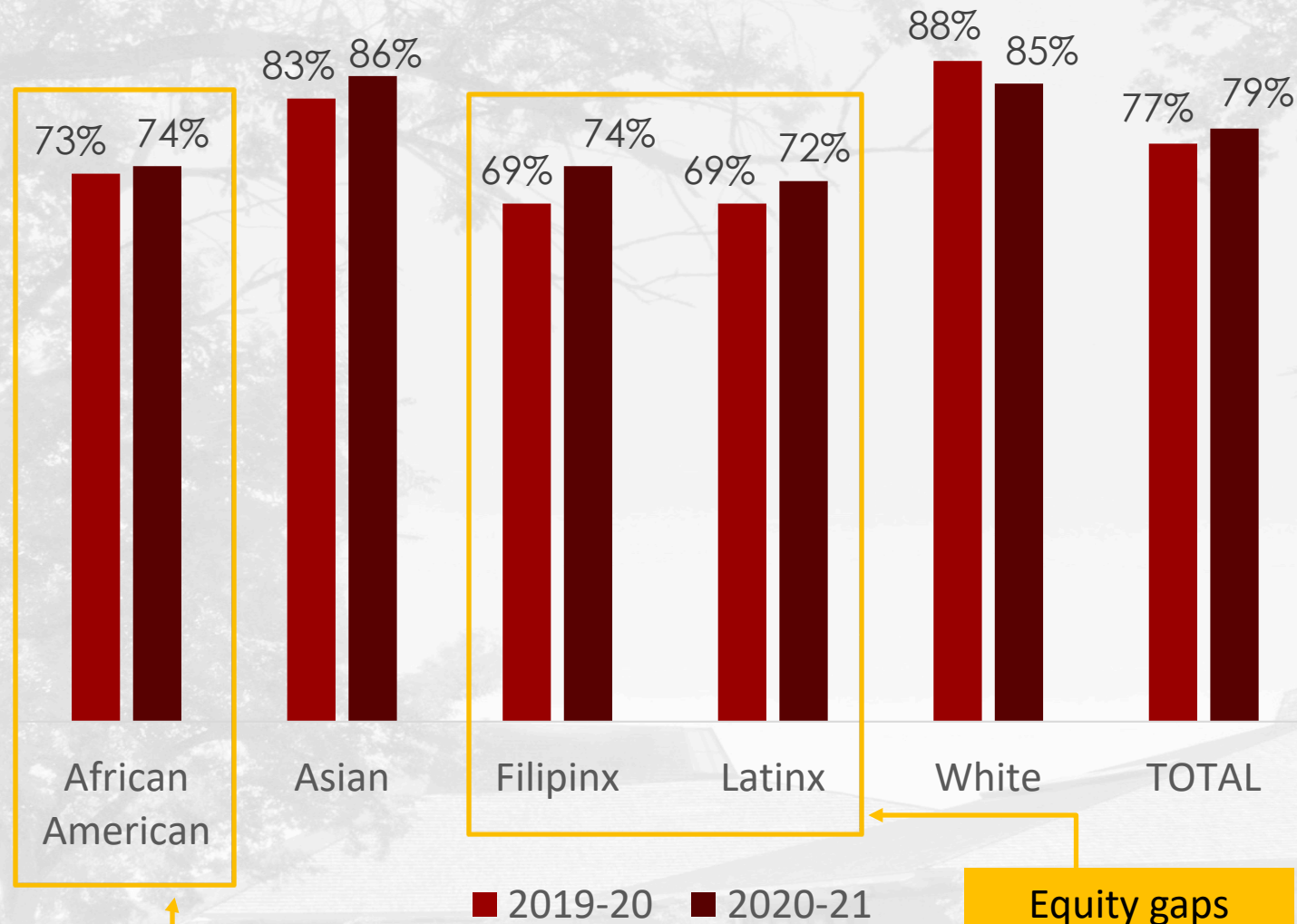
Key observation:
High completion
rate of ENGL 1S
does not lead to
equivalent rates of
transfer-level ENGL
completion



Source: FH IRP. All students enrolled in ENGL 1AH (English 1A Honors), ENGL 1A, ENGL 1A w/coreq, or ENGL 1S in Fall '20. "ENGL 1A" includes ENGL 1AH. HC: ENGL 1AH=101 | ENGL 1A=1285 | ENGL 1A w/coreq=260 | ENGL 1S=45. "Passed English Comp" means passing ENGL 1AH, ENGL 1A, ENGL 1A w/coreq, or ENGL 1T by Spring '21. The only coreq offered in Fall '20 was NCEN 401A.



English % Achieved Throughput



Key observation:
Throughput
increased for most,
but equity gaps
persist



Building on community-based learning and cultural capital/assets, and increasing a sense of belonging

Initiatives: Learning Communities Pre-Pandemic vs. Pandemic



Puente

- One-year cohort program; serving primarily Latinx
- Courses focus on Latinx culture, history, experience (ENGL, CNSL, CRLP)
- Designated counselor and ENGL instructor



Puente Students

2019-20

30

Headcount

97%

Latinx

63%

Female

▼
-2%

▲
+3%
points

▲
+8%
points

2020-21

28

Headcount

100%

Latinx

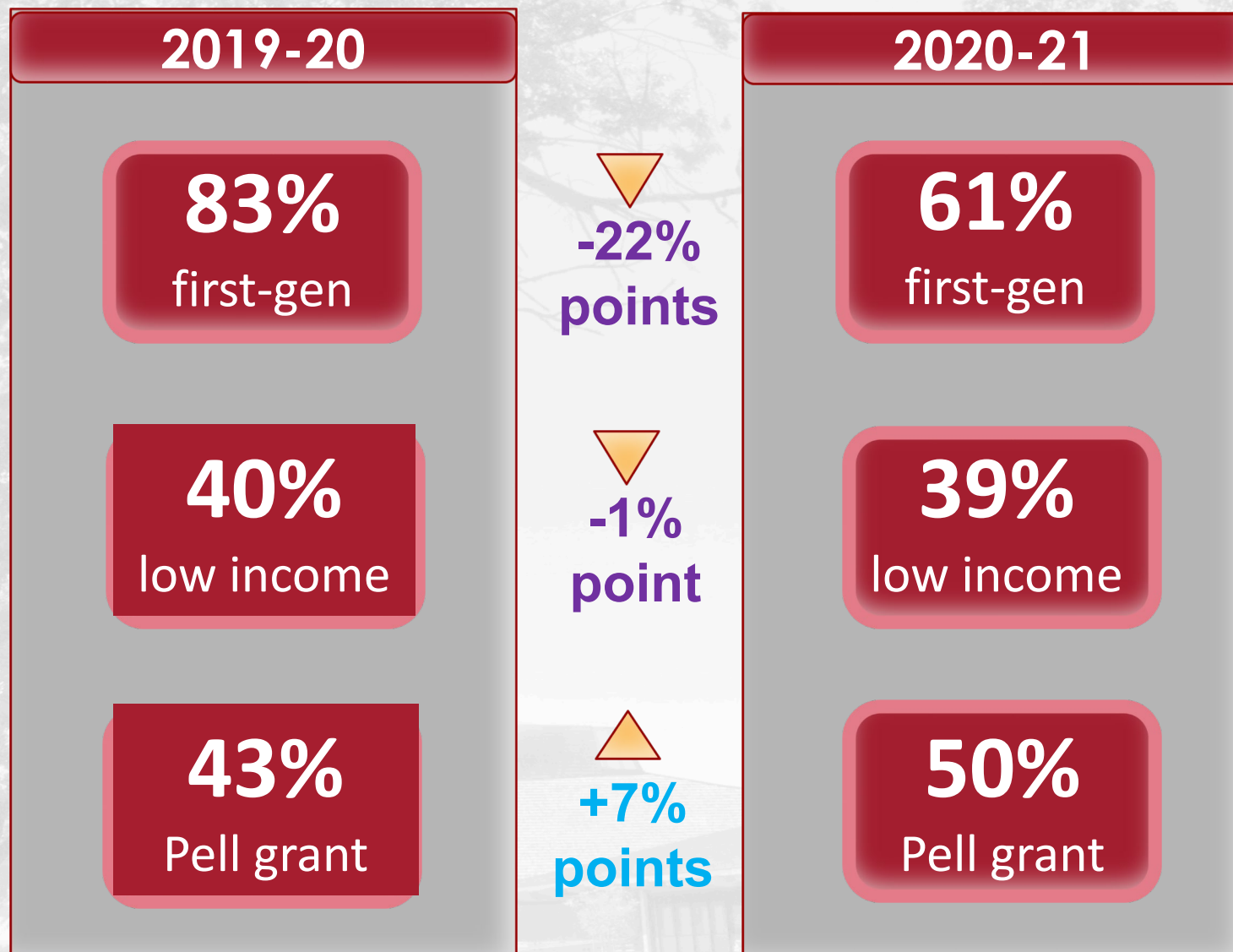
71%

Female

Key observation:
Majority Latinx and
female student
perspectives in
program



Puente Students

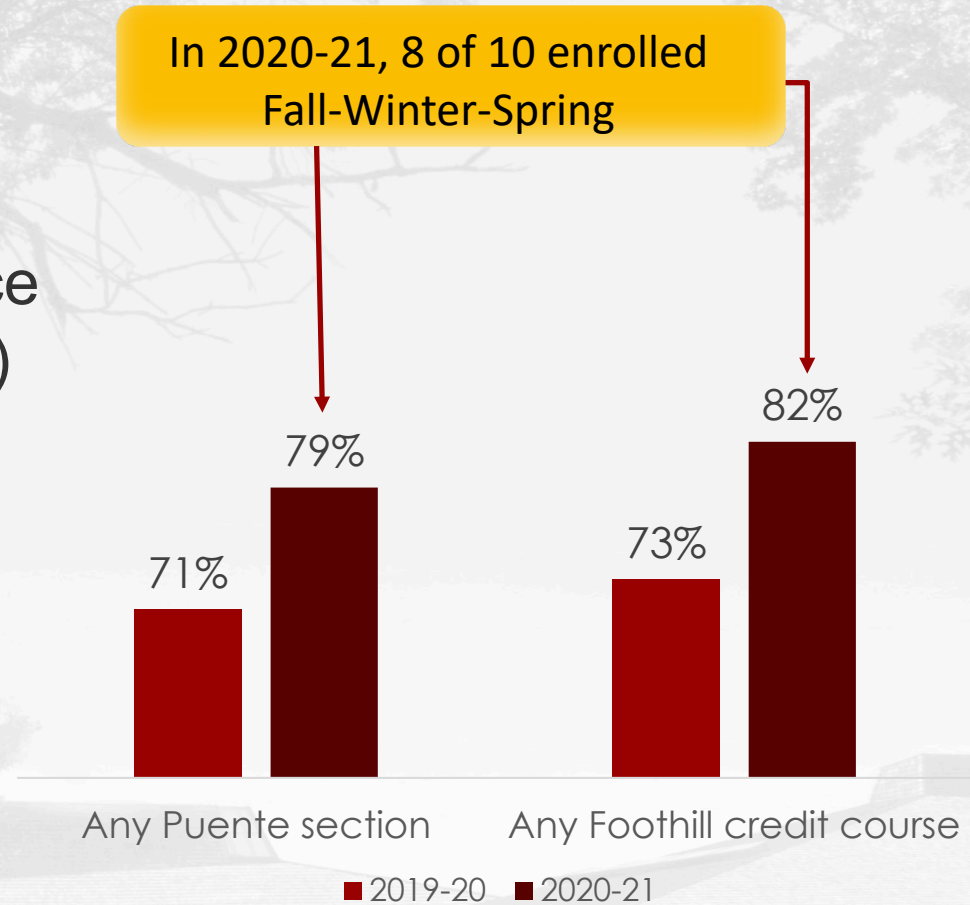


Key observation:
Decrease in first-gen
perspectives but
increase in students
with greatest
demonstrated need



Puente: Persistence

2020-21 Persistence
(Fall-Winter-Spring)
Increased



Source: FH IRP

Data reflects students who began Puente in the fall quarter at census. Those who started winter quarter are not included.

Data reflect enrollments in courses with all letter grades, including W and EW.

Fall-Winter-Spring Puente HC: 2019-20 = 28-23-20 | 2020-21 = 28-24-22.

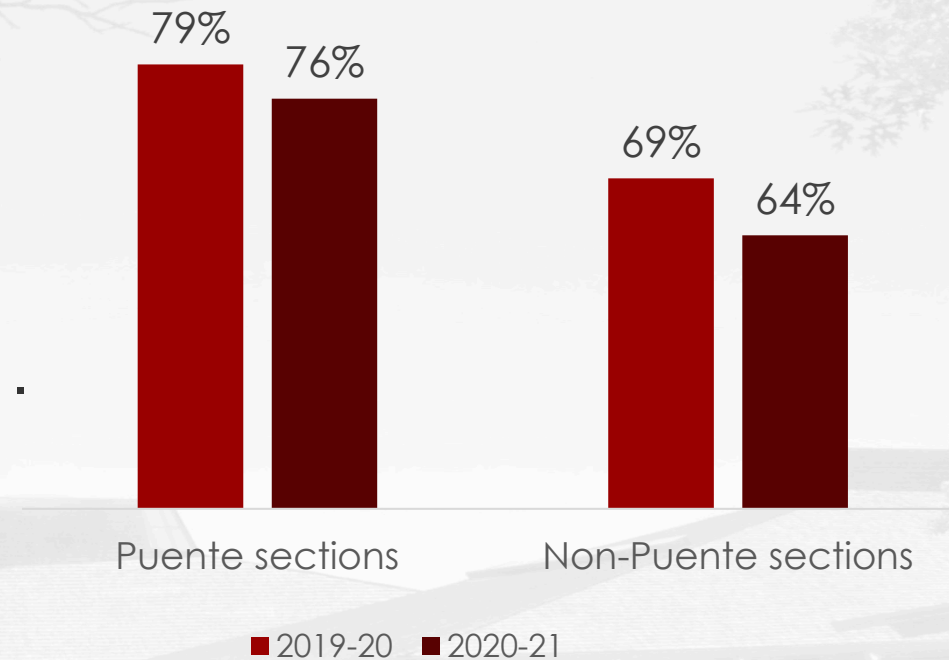
Fall-Winter-Spring FH credit HC: 2019-20 = 30-26-22 | 2020-21 = 28-24-23.



Puente: Course Success

Higher success in Puente sections than in non-Puente sections.

Course success decreased in 2020-21.



Source: FH IRP

Data reflect enrollments in courses with all letter grades, including W and EW.

Puente sections: CNSL 1, CNSL 8H, CRLP 71, ENGL 1A (with coreq), ENGL 1B.

Most enrolled non-Puente sections: 2019-20 = ENGL 31, MATH 10, MATH 48A (with coreq), PSYC 1 | 2020-21 = CRWR 25A, MATH 10, MATH 48A (with coreq or MPS), PSYC 1



Puente: English and Math Throughput

Key observation:
Throughput
decreased; higher
for English than
Math in both years

	2019-20	2020-21
Transfer-level English		
Passed during cohort year:	77%	71%
Passed before or during cohort year:	77%	71%
Transfer-level Math		
Passed during cohort year:	43%	39%
Passed before or during cohort year:	47%	46%

Puente is an English-focused program.



Umoja

- One year program; serves primarily African Americans/Blacks
- Courses focus on legacy of African/African American diasporas (ENGL, CNSL, COMM, MATH, PHOT)
- Designated counselor and ENGL instructor



Umoja Students

2019-20

41

Headcount

59%

Black

27%

Female



-6%
points



+7%
points



+19%
points

2020-21

35

Headcount

66%

Black

46%

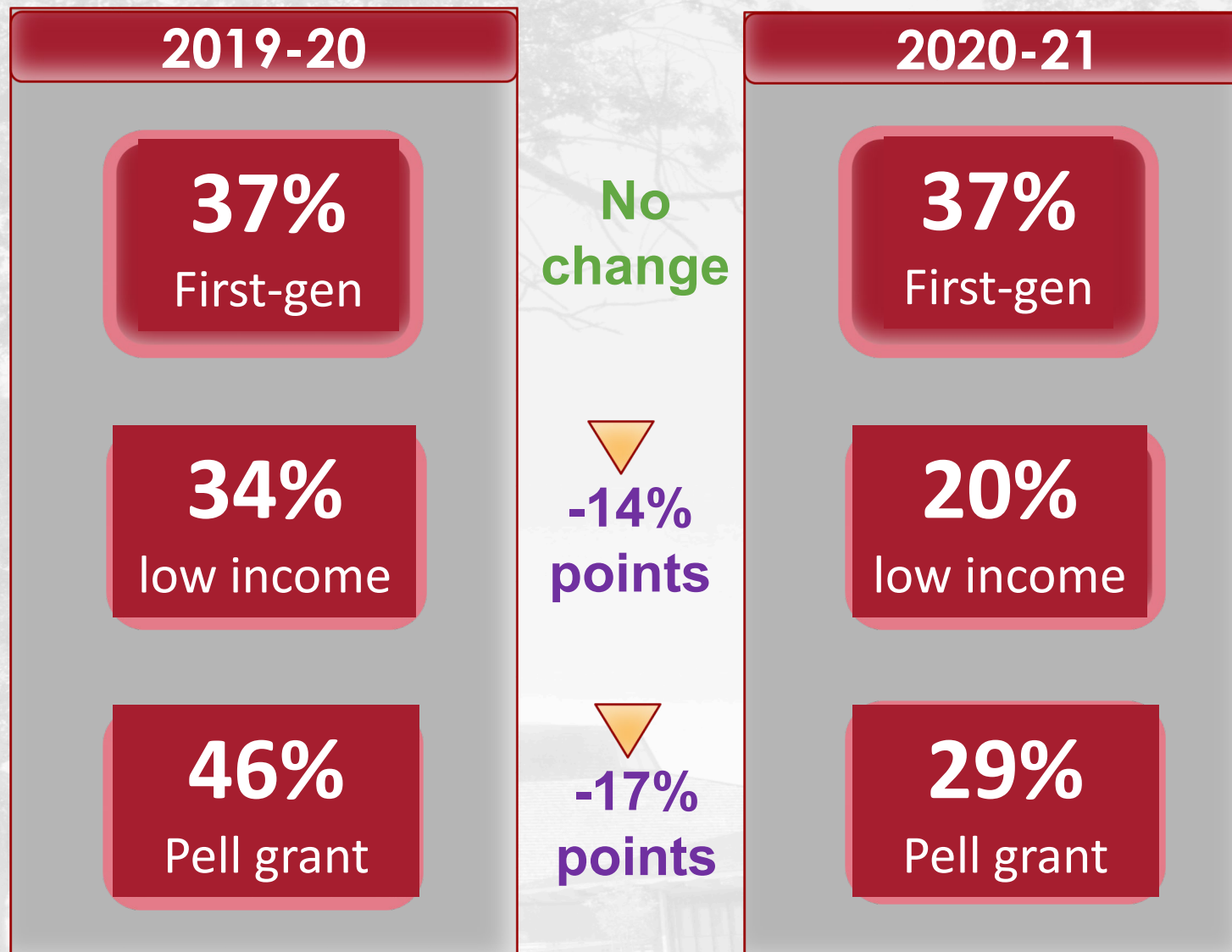
Female

Key observation:
Increasing Black
and female student
perspectives/voices
in program



Umoja Students

Key observation:
Decreasing
students with
financial need in
program



Source: FH IRP | First-generation college indicated their parent/guardian's highest educational attainment is high school or less. Low income is household income less than \$25,000. Pell grant recipient in any term during the cohort year.

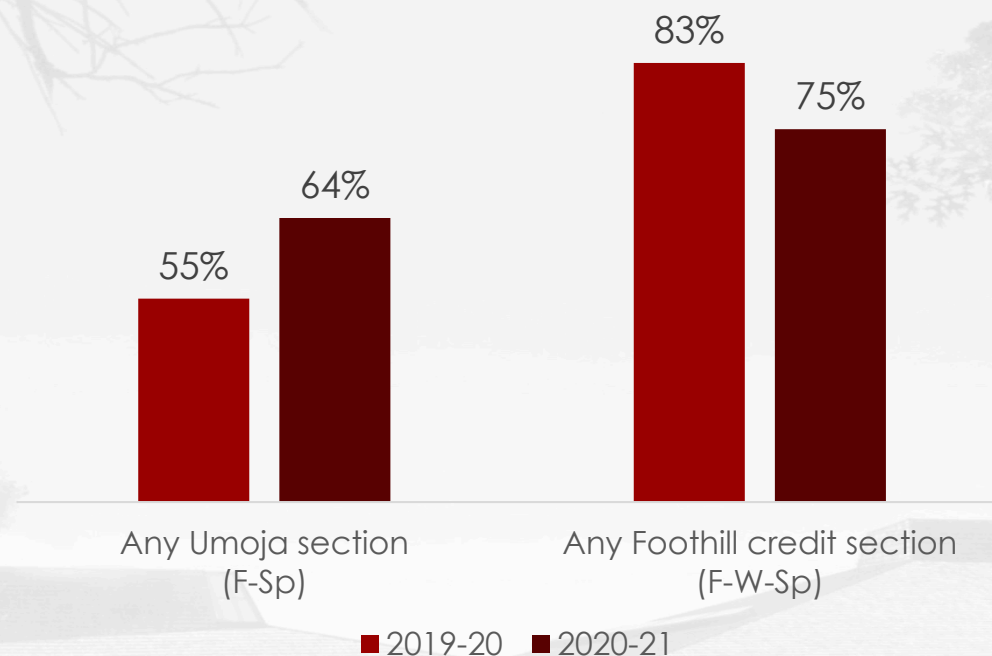


Umoja: Persistence

In 2020-21, three-fourths enrolled
Fall-Winter-Spring

Fall-Spring
persistence
increased in Umoja
sections.

Fall-Winter-Spring
persistence
decreased for any
Foothill credit
sections.



Source: FH IRP

Data reflects students who began Umoja in the fall quarter at census. Those who started winter quarter are not included.

Data reflect enrollments with all letter grades, including W and EW. | Winter Umoja classes vary across years so are excluded from analysis.

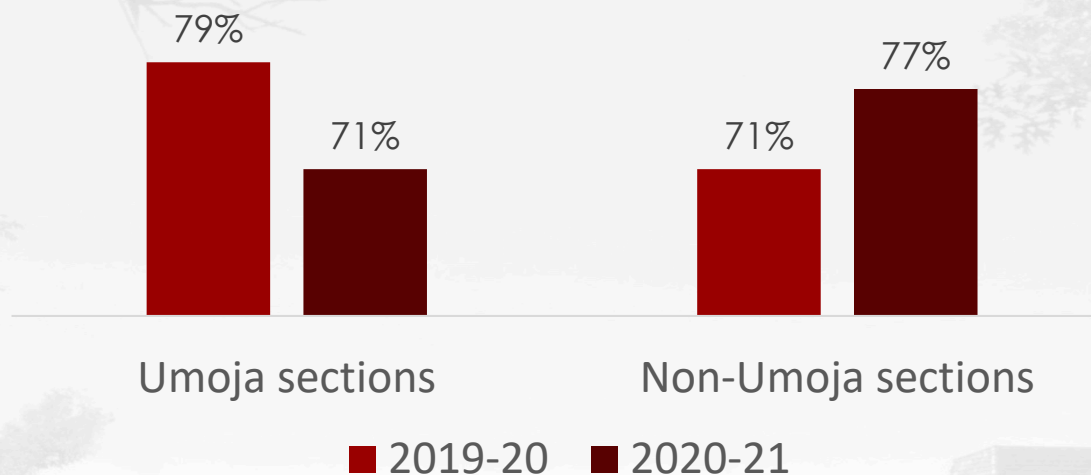
Fall-Spring Umoja HC: 2019-20 = 33- 18| 2020-21 = 28-18. Fall-Winter-Spring FH credit HC: 2019-20 = 35-32-29 | 2020-21 = 32-31-24.



Umoja: Course Success

Success rates decreased for Umoja sections.

Success rates increased for non-Umoja sections.



Source: FH IRP

Data reflect enrollments with all letter grades, including W and EW. | Only courses coded as Umoja or non-Umoja in both years are included.

Umoja both years: CNSL 8H, CNSL 56, COMM 4, ENGL 1A (with coreq), ENGL 1B.

Excluded from Umoja 2019-20: COMM 12, MATH 10, PHOT 8.

Most enrolled non-Umoja sections: 2019-20 ATHL 4B, ATHL 4E, ATHL 4F, ENGL 12, PSYC 1 | 2020-21 =ATHL 4E, ENGL 12, PSYC 22



Umoja: English and Math Throughput

Key observation:
Throughput higher
for Math than
English; English
throughput
increased while
Math throughput
decreased from
year-to-year

	2019-20	2020-21
Transfer-level English		
Passed during cohort year:	49%	54%
Passed before or during cohort year:	56%	57%
Transfer-level Math		
Passed during cohort year:	63%	57%
Passed before or during cohort year:	68%	63%

Umoja offered both ENGL 1A w/co-req and MATH 10 in 2020-21.



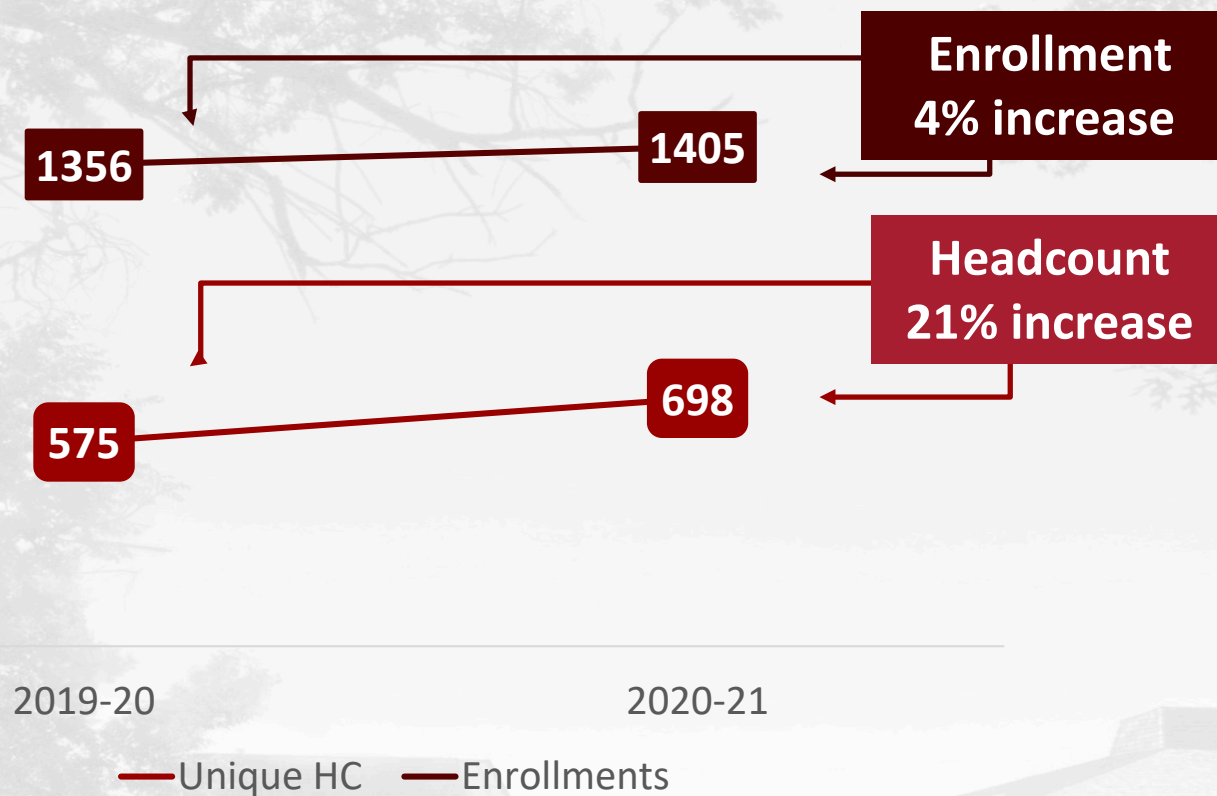
Honors

- Open access began in Winter 2019



Honors: Headcount and Enrollment

Key observation:
Honors
experienced
increases in both
HC and Enr





Honors: Headcount by Ethnicity

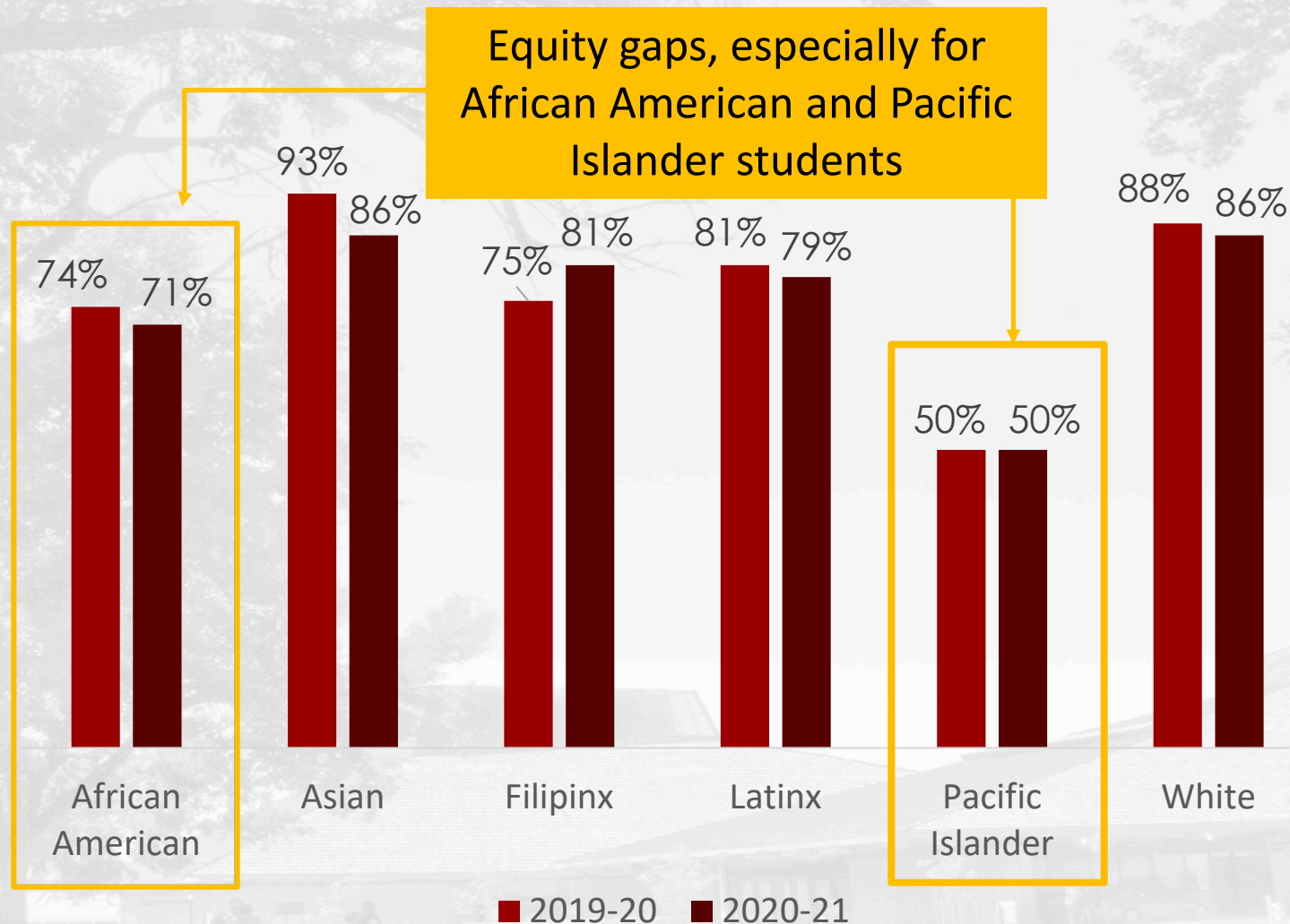
More students of every ethnicity participated in Honors in 2020-21 except Native American students.

	2019-20	2020-21	Change
African American	35	38	+9%
Asian	255	266	+4%
Filipinx	22	27	+23%
Latinx	106	152	+43%
Native American	2	2	0%
Pacific Islander	5	9	+80%
White	135	172	+27%



Honors: Course Success

Key observation:
Course success
decreased for
most student
groups



Source: FH IRP. Reflects students who were enrolled in at least one Honors course past census. Native American not included due to low enrollment ($n = 2$ in AY20). Course success for all students: AY20 = 88% | AY21 = 83%.



Summary: Data to Action

- How do our initiatives facilitate and reinforce student ability to succeed?
 - Across all perspectives, backgrounds, traits
 - Limitations of existing structures and processes
- Continue knitting individual initiatives together into a community environment for learning
 - Based on students' existing strengths and knowledge (especially non-traditional)
 - Across instructional, instructional support, and student services (guided pathways)



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